DOCUMENT RESUME

ED 040 344 AC 008 105

TITLE Final Report of University of Utah Committee on Women's Education.
INSTITUTION Utah Univ., Salt Lake City.
PUB DATE Feb 70
NOTE 59p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.05
DESCRIPTORS *Age Groups, Attendance, Dropout Characteristics, Enrollment, Evaluation, Higher Education, Mexican Americans, *Minority Groups, *Program Planning, Statistical Data, Student Characteristics, Undergraduate Study, Units of Study (Subject Fields), *University Extension, *Womens Education
IDENTIFIERS *University of Utah

ABSTRACT

Subcommittee reports are presented on university extension education for younger women (under 25), mature women, and minority women. Recommendations on student and personnel recruitment, student orientation and counseling, curriculum, reorganization, special facilities, community service, research, evaluation, and job placement are also set forth. Appendixes cover women graduates in specific subject fields at the University of Utah; attendance and enrollment patterns; motives and characteristics of undergraduate women students; special problems of Mexican American women; women's programs at the University of Utah during 1966-69; and the opinions, characteristics, and needs of mature women who left college before receiving a baccalaureate degree. (LY)

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ED040344

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OFFICE OF EDUCATION

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FINAL REPORT

OF

UNIVERSITY OF UTAH

COMMITTEE ON WOMEN'S EDUCATION

February 1, 1970

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UNIVERSITY OF UTAH COMMITTEE ON WOMEN'S EDUCATION

In June, 1969, Dr. Charles H. Monson, Jr., Associate Vice President for Academic Affairs, invited a committee of University and non-University people to evaluate the Home Economics Department's role in the education of women at the University. In his charge to the committee, Dr. Monson indicated that the committee need not confine itself narrowly to an evaluation of the Home Economics Department nor be bound by any other preconceived or defined roles of the University. Discussion revealed that there was near unanimity among the committee that the evaluation could be comprehensive and should center around the total responsibility of the University in the education of women. To the chairman this seemed like a long overdue recognition by the administration of some observations and recommendations made as long ago as September, 1962, when the then Extension Division, under the leadership of Dean Harold W. Bentley, sponsored the first state-wide Women's Conference, "The Changing Role of Women in a Changing Society." That and subsequent Women's Conferences emphasized the importance of expanded educational opportunities for women, especially mature women reentering the University of Utah. However, at that time, as now, the administration was confronted with a multitude of problems, especially a mushrooming undergraduate enrollment which made the reentry of mature women obviously a matter of low priority. The Extension Division too had other priorities and no concentrated effort was made outside the Division itself to push for adoption of any of the steps indicated by

the participants in the Women's Conferences of 1962, 1963, and 1965. However, despite its limited resources, the Extension Division, now the Division of Continuing Education, did pursue an expanded program for women as outlined by Mrs. Fae Dix in a report attached hereto as Appendix A.

To our knowledge, however, the colleges, departments, and divisions of the University as a whole made no coordinated approach to this issue. The Bureau of Community Development under Dr. Edward O. Moe has worked with many women's organizations but primarily in the area of their role in community development rather than reentry education. Such departments as Sociology and Psychology have undoubtedly done some role studies and Professor Lester Mazor of the College of Law has twice given an Honors course on the Role of Women. But again to our knowledge, Dr. Monson's convening of the present committee was the first official recognition of this area on a university-wide basis. The immediate cause seems to have been certain proposals relative to the Home Economics Department.

It was pointed out early in the committee meetings that the State Coordinating Council had made certain recommendations which would probably be implemented by the Board of Higher Education relative to the placement of Home Economics education for the state at Utah State University in Logan. The committee felt, nonetheless, that it was obligated to look at the whole picture and not be influenced by any

predetermined decisions by others, none of whom was a woman. As the study developed it became increasingly clear to the lay members of the committee that there was considerable University opinion, again mostly male, which was convinced that the Home Economics Department was going to be altered if not eliminated at the University of Utah and that if its functions were worth preserving, they would have to be placed somewhere else in the University. The committee dealt with this possibility. Its recommendations are in the report of the Subcommittee on Education of Younger Women.

Since the subject of woman's potential, role, education, etc. has been so widely publicized in popular magazines as well as scholarly journals recently, it is not felt necessary to recap here all the rationale for the recommendations the committee is making. The committee took as a given that the roles of men and women have changed and are still changing in twentieth century society and that education must play a vital part in seeing to it that every human being has the educational opportunity to develop to his or her highest potential and that the education of women should no longer be fashioned by outmoded stereotypes. Many major universities and colleges have already recognized this and begun to modify their procedures, curricula, facilities, etc. to this end, as the committee noted in reviewing materials from some 50 other colleges and universities.

The committee worked in small subcommittees as follows: Education of Younger Women: Professor Lester Mazor, chairman; Miss Verla J. Rieske, Miss Kaye Lynne Pugh, Mrs. Jack Goodman, Professor Maurine Hegstead, Mrs. Evelyn Voyer, and Professor Mary Lowe. Education of Mature Women: Mrs. Esther R. Landa, chairman; Mrs. Mary Adams, Dr. Ramona Adams, Mrs. Stephen Johnston, Mrs. Stephen Nebeker. Education of Minority Women: Professor Milton Thackeray, chairman; Mrs. Marvin Ashton, Mrs. David Watkiss, Mrs. Alice Smith, Maggy Pendleton.

Interviews were held, field visits made, literature reviewed and questionnaires devised, circulated, and summarized. We are grateful for the assistance of Dr. Claude Grant and Dr. Harry Bluhm of the Office of Institutional Studies for their invaluable assistance. Although Dr. Monson had originally hoped that the report could be made in the fall of 1969, it was found that the committee could not complete its work until classes resumed and students and faculty were on campus and available for consultation. Several things which the committee hoped to do are still undone; for example, a questionnaire to evening school female students since the original questionnaire included only daytime students; a questionnaire to faculty which would reveal faculty attitudes towards the education of women, since it is the distinct feeling of the committee members that the results of such a questionnaire would reveal that most male faculty members and perhaps some female faculty members would not share the committee's views regarding the changing roles of men and

women and the necessity for a change in their education.

The reports of the subcommittees have been reviewed by the committee as a whole and suggestions for changes, deletions, and additions have been incorporated in the subcommittee reports which are attached and are an integral part of the total report. If one were to summarize and highlight the committee reports, the following recommendations would appear to be most pertinent and of urgent priority. Almost every subcommittee had some recommendations in each of the following areas which are listed here in chronological order merely for convenience.

I. Recruitment Policies:

Special efforts to recruit more female administrators and faculty members;

Special efforts, including the use of women as recruiters, to recruit talented female high school graduates, mature women who wish to begin or resume their education, and especially minority women in both these groups, for all of whom special arrangements, including financial aid, may have to be given.

II. Orientation Programs:

Special attention to women students during freshman orientation;

Special orientation for mature women about the realities of university life.

III. Counseling Programs:

A Center of Continuing Education for Women or a special women's office for all women students;

Retraining of counselors to understand woman's changing role and to increase their effectiveness in planning an educational future which may be interrupted from time to time;

Revamping aptitude tests for women and minorities.

IV. Departmental Reorganization, Curricular Changes, Facilities Modifications:

Several alternative reorganization plans to implement a more effective Home Economics function at the University of Utah; (See Report of Subcommittee on Education of Younger Women)

Scheduling changes to include not only changes in courses, but new course offerings, changes in course emphasis and in faculty attitudes towards women's education; *

Special child care facilities and a campus center providing opportunity for all women to participate in university life.

V. Outreach Programs:

Educational programs in all neighborhoods -- in the more affluent for convenience and to keep cars off the campus -- in the less affluent because the women there do not have transportation to the campus; such courses should be specifically tailored to the needs of the women involved;

Coordination with all other educational and social agencies trying to meet the needs of women, especially disadvantaged and minority women.

VI. Placement Services:

Realistic, updated surveys by the Placement Office on occupations in which women are needed; and dissemination of this information to all in counseling positions and to all female students.**

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* The brief meetings held with male department chairmen impressed the lay members of the committee with the overriding concern of each faculty member for his own department and specialty rather than the overall progress of his students or incidentally with the opinions of the female members of the committee. In fact, we were amused to get such a good example of behavior based on outmoded stereotypes.

** We realize the difficulty of this task, as witness the present oversupply of teachers as a result of the drive to recruit more students into teacher training a few years ago. However, this is further proof of the need for diverting women into hitherto so-called unfeminine occupations, where the demand for competent services is greater.

VII. Research:

University statistics tabulated by male and female categories; we found many statistical studies in which this was not being done; Institutional Studies should do this routinely;

Encouragement of research on the changing roles of men and women and related problems;

Ongoing research into the changing educational and occupational needs of women and how best the University might meet them.

VIII. Evaluation:

Appointment of a permanent high level committee to evaluate the results of the changes herein recommended, as they are implemented, and a periodic review of these problems by such a committee.

The detailed subcommittee reports, adopted by the full committee as an integral part of the total report, follow this summary. We trust they will receive a thorough review by the administration, faculty, and Institutional Council, as well as by the Board of Higher Education, if this is deemed appropriate. In other words, we sincerely hope to be taken seriously.

REPORT OF THE SUBCOMMITTEE ON THE EDUCATION OF YOUNGER WOMEN

The Subcommittee on the Education of Younger Women* in the University of Utah has met with representatives of almost every area of the University to discuss the applicability of their program to the needs of women students. We have considered the reports of on-site visitors, the general literature on the education of women and the results of the questionnaire administered by the Office of Institutional Studies. On the basis of this work we make the following recommendations:

1. Student Recruitment

At present the University's high school relations program does not appear to give explicit recognition to special needs of women students. Although the most salient fact about the educational career of women in the University of Utah is that 50% of the women who enter as freshmen do not return the following year, this fact, and its implications, are not brought to the attention of prospective women students. Nor is there any special effort to outline career opportunities which have the greatest prospect of being pursued despite interruption by family responsibilities or on a part-time basis. We recommend that the Admissions Office prepare a program responsive to these needs, to be ready for implementation in the fall of 1970, and that they consider using women recruiters to recruit outstanding high school girls.

* The committee took 25 years of age as the cutoff line between younger women and mature women, realizing that there are undergraduate and graduate students, as well as women of different ethnic groups in both categories.

2. Orientation

At present, a portion of the orientation program is devoted to a special need of the men students in the form of meetings to discuss the draft. No comparable special attention is given to the special needs of women students. The questionnaire administered to undergraduate women showed that only 32.5% found the orientation program to be extremely valuable while 18.6% thought it to be of little benefit. Of the 12 University services, about which the women were questioned, orientation was ranked as least beneficial. The same themes discussed above in connection with student recruitment should be explored during the orientation period with women students. Moreover, the orientation program should offer a more substantial opportunity to explore the changing position of women in our society and its implication for their education as well as career possibilities. We are satisfied that this topic is a subject of frequent informal discussion among women in the University, and it is time that its importance be given frank recognition in the orientation program and elsewhere. We recommend that the Dean of Students Office review the orientation program with a view to making it more responsive to the needs of women students and that this program be ready for implementation during the summer of 1970.

3. Placement

The placement service must serve as the ears and eyes of the University in detecting those career opportunities which are most consistent with the needs of women students. Too often in the past, women coming to the

University have accepted a stereotyped version of the career opportunities open to them. Women are heavily over-represented in the College of Education and under-represented in the sciences and engineering. Yet there are very significant, intellectually challenging, highly remunerative opportunities for women in the technical fields and the sciences; and demand for personnel in many of these fields is sufficiently great that there has been more willingness to make adjustments for the competing demands on the time of women personnel than in other fields of employment. Constantly updated information about such career opportunities and similar opportunities in nonscientific fields needs to be disseminated widely through the University so that it may be acted upon by those engaged in the recruitment of students, orientation, academic counseling, and the other aspects of University life. Representatives of industry, public and private agencies, etc. should be invited to participate. An evaluation program to correlate career interests, actual career choice and abilities is also recommended.

4a. Counseling Center

The answers to the undergraduate questionnaire showed that 69.2% of those answering had never made use of the Counseling Center. Counseling should evaluate its own programs to see if they are adequately responsive to the needs of women students. A serious question has been raised whether the vocational interests tests relied on by counseling and placement are adequately designed to measure the abilities and interests of women. If further study reveals that this doubt is correct, the University should consider embarking on a research program to develop tests more adequate for

measuring the interests and abilities of women. Counseling and placement should be prepared to submit a report on these matters to the Dean of Students by September, 1970.

4b. Academic Counseling

All the above aspects of special needs of women should be called to the attention of academic counselors. Academic counselors must be alert to the fact that many women who enter the University do not plan to graduate or receive a degree. The University's program as presently structured is designed on the premise that work taken in the first years of the program will be the basis for more advanced work taken later. If it were more candidly admitted by counselors to students that many women do not intend or expect to receive a degree, it might be possible for students' programs to be planned in a way that more nearly meets the needs of someone whose stay in the University may be less than the standard model of four years. Equally important is the necessity of academic counselors recognizing that the educational career of women students is frequently interrupted and spread over many years. In consequence there is a special need for academic counselors to discuss with the women students the prospect of an interrupted education and the kind of planning that that prospect requires. We recommend that the Dean of Counseling undertake a review of the counseling program with these considerations in mind and that by September, 1970 procedures be established to overcome the present deficiencies in the academic counseling program in meeting the special needs of women students.

5. Campus Residences

The dormitory policies of the University appear to be premised on the notion that women need to be protected in a paternalistic manner. Obviously, there should be adequate provision for personal security for all students, faculty and visitors throughout the campus -- in the buildings and on the grounds. However, these policies openly discriminate in the regulations governing the conduct of women as compared to those governing the conduct of men and are an embodiment of the double standard. The University should be a leader among social institutions repudiating discrimination against women and the double standard and as a step in this direction should make uniform the parietal rules governing men and women students. The social maturity of women students would be furthered by maximizing opportunities for living in a situation in which the sexes are not rigidly segregated into separate dormitory areas. Such a program, of course, would serve the larger goal of increasing understanding between the sexes as has proved to be the case in many universities which have adopted a policy of coeducational dormitories. We recommend that the Dean of Students formulate proposals for the implementation of this recommendation.

6. Research

At present very little of the University's research resources is devoted to the study of the problems of women. Unlike several other universities, we have no institute or other research agency especially devoted to this subject. In those social science departments which might be

expected to show interest in the subject, very little research has been done in this field. Even in the University's own institutional research only a few studies have been broken down by sex so that differences in male and female performance could be perceived. The changing relationship between the sexes and the changing definition of sex roles is one of the half-dozen great social issues of our time. The University should take steps to see that significant research on these topics is taking place within its borders. We recommend that the Provost encourage departments to recruit faculty especially interested in the problems of women by offering the department's new faculty positions specifically for people with such research interests.

7. Faculty

Many of the studies of women in university settings have commented on the importance of women faculty to serve as role models for women students. Women faculty exhibit to the student on a direct and daily basis the possibility of women pursuing a serious intellectual career while managing their other responsibilities. At present the proportion of women faculty in the University is very low and heavily concentrated in areas which traditionally have been stereotyped as occupations for women. There is some feeling in the faculty that women faculty members have not been given sufficient consideration for positions on important faculty committees.

The administration should make clear to departments the special desirability of recruiting more women to faculty positions, especially in those fields where the employment of women historically has been rare. The fact that University policy permits the employment of both husband and wife

should be emphasized. We recommend that the Provost undertake an examination of the salaries of women faculty to ascertain whether there has been discrimination against women.

8. Curriculum

At present very little of the University curriculum is specifically designed to educate the student in the changing relationship of the sexes and the changing definition of sex roles. We believe this topic should be given greater curricular recognition not only in the formulation of departmental courses, especially in the social sciences, but also in the general education program where one option available to all students should be a course or courses in this area of study. These courses should not be viewed as being directed solely to the women students. Indeed, the greater importance may well be in educating men to understand their own sex role stereotypes, to recognize the extent of discrimination against women in our society and to consider the implications of change. We recommend that the Dean of General Studies seek out such a course or courses and that the Provost encourage relevant departments to examine their curricula with a view to including more courses speaking to this topic.

9. Home Economics Department

Results from the 294 questionnaires returned from a random sample of undergraduate young women at the University of Utah indicated that 94% listed "preparing for a job" as a major reason for coming to college. There is some question as to the possible relevance of college attendance in relation to this goal for the women who do not obtain a degree and perhaps

even for some of those who do. Six majors[1] accounted for more than half of the women graduates in June, 1969 -- Elementary Education, English, Home Economics, Sociology, History and Nursing. The choice of Nursing, Elementary Education and Home Economics undoubtedly reflects both the acceptance of women in these areas (in college and in professions) and the ready availability of job opportunities related to such majors.[2]

A specific assignment given to this committee was the examination of the program of the Department of Home Economics. We have discussed that program at length with members of the Department, examined the curriculum and attempted to see the relationship between that program and other University programs through discussions with deans and department chairmen. These discussions reveal that there was little familiarity with the content of the Home Economics program except in the College of Education.

The Home Economics Department is making a significant contribution to the education of undergraduate women at the University of Utah. Of 96 departments (not including Medical School), 74 were smaller and 21 larger than Home Economics in terms of student credit hours. The Home Economics Department was third in number of women graduates in June, 1969.[1] The Department of Home Economics as presently constituted offers programs designed for students who wish to pursue a career as a professional (dietitians, food specialists, teachers of young children, home economics teachers, etc.) and for the general student who wishes to take some courses in one or more of the areas.

[1]See Addendum #1
[2]See Addendum #2

Contrary to the opinion held by many in the University, very little of the department's program is devoted to instruction in elementary skills of cooking or sewing, but rather to textile economics, food chemistry, family life education, child development, consumer affairs, etc. Nevertheless, the widespread existence of this belief has undoubtedly undermined the willingess of the University administration to devote a greater share of the University's resources to the improvement of the department.

One level on which these problems might be attacked is that of University structure. Several possibilities have been considered. Our first choice is the creation of a new college, such as a College of Family Life or a College of Human Ecology, which might include several departments related to the family and community, such as: Home Economics Education, Foods and Nutrition, Child Development with its pre-school laboratories, Consumer Education, Family Relationships, etc.[3] Such a new college might coordinate and further develop the various University efforts to prepare students for community involvement and also help industry and other social systems meet people's and communities' changing needs. This is in keeping with the recommendations of the McGrath report and of Dean LeBaron of Iowa State University (who was invited to survey the department).[4]

Another possibility is to retain Home Economics in the School of Education transferring all majors to this school. At the present time over half of the students graduate in Home Economics Education. With the developing

[3] A suggestion was made that the Graduate School of Social Work might be involved in such a new college in order to achieve greater coordination between undergraduate and graduate programs and to create a stronger and more viable college.

[4] See Addendum #3

program of Child Development with Elementary Education, this proportion may increase to nearly three-fourths. The other majors have considerable education orientation, although not in public schools, i.e. community services, public health, business home economics. The major with little education orientation, Interior Decoration, is being phased out of Home Economics and partially transferred to Fine Arts.

Another possibility which has considerable merit would be to transfer the program in Foods and Nutrition to a new College of Allied Health Sciences. Such a college has been contemplated in some quarters in the University, and the Foods and Nutrition program would be a logical constituent of it.

We recommend that the adoption of one or more of these structural changes be reviewed with the departments and colleges concerned.

10. Evaluation

It is apparent to the committee that the questions of its study are vast, the time which it has been allowed to prepare its recommendations has been short, and the need for continuing exploration of these and related issues is great. We recommend that the Office of Institutional Studies be given a standing assignment of examining the University with respect to the needs of women students.

11. Conclusion

If the University is to function as a leader in research and teaching with respect to a wide variety of contemporary social problems, it must

overcome pre-existing barriers to the full utilization of the talents of women and bring its resources to bear on these current problems in a more efficient manner, unhindered by the rigidities of departmental and disciplinary lines. The recommendations of this report are offered as a first step in this direction.

ADDENDUM #1

Undergraduate Women at University of Utah
and Role of Home Economics

Women graduates (bachelor degree) in the June, 1969, commencement were concentrated in six areas:

Elementary Education	148
English	71
Home Economics	65
Sociology	45
History	38
Nursing	32
Total	399

The next three areas ran a poor second:

Political Science	17
Physical Education, etc.	15
Art	15

The remainder of the women graduates were scattered by ones, twos or threes in a great variety of areas. Thus, half of the 770 women graduates in June were in the six areas above, with Home Economics being third in rank. In Home Economics there were an additional 19 graduates, 17 of them women, in August. (Figures are not available as yet for other majors in August.)

Home Economics had more total graduates in June than 4 of the 9 schools listing bachelor degrees.

	Men & Women	
Letters & Science	844	
Business	237	
Education	222	
Engineering	149	
Fine Arts	77	← Home Economics
Mines & Min. Eng.	55	
Pharmacy	53	
Health, P.E. & Rec.	43	
Nursing	32	

A comparison of student credit hours in various departments puts Home Economics among the larger departments. Of a total of 96 departments (not including those in Medicine), 21 are larger than Home Economics, 74 are smaller, as classified by student credit hours. In the 21 larger departments, only 3 (Accounting, Education, Educational Psychology) do not have general education courses. (General Education courses obviously tend to increase the student credit hours.)

A comparison of student credit hours from some colleges and non-general education departments indicates the following percent of total student credit hours:

Microbiology	.34
French	1.56
Home Economics	1.71
All areas of Engineering	4.29
All areas of Mines, etc.	2.71
Nursing	.96

Actual student credit hours from typical departments or colleges:

	French	Home Ec.	Anthro.	Nursing	Journalism	Finance
Lower	7,600	6,600	5,480	2,200	1,300	3,000
Upper	1,600	3,700	1,700	2,700	2,000	4,600
Grad.	290	160	550	1,000	200	1,900
Total	9,500	10,498	7,700	5,900	3,500	9,600

Enrollment in Home Economics has been increasing at a faster rate than in the University at large. There were 44% more students in Autumn, 1968, than in Autumn, 1963, at the University. In Home Economics, there were 70% more student enrollments in the 1968-69 year than in the 1964-65 year. (From 2,060 in 1964 to 3,497 in 1968.)

The University of Utah is a commuter's school. Only 13% of the undergraduate students are non-residents of Utah. Of the in-state students, 81% live in Salt Lake County. To a large extent, what the University offers determines what areas of higher education will be pursued by Utah's biggest block of college students.

Interrupted schooling is a pattern at the University, even more for women than for men. The median age of women undergraduate students is 22, of men 21. Part-time attendance, intermittent attendance, combinations with career, marriage, and family present a pattern of higher education for women that emphasizes the significance of availablility of educational opportunities. This is much more important for women than for men, although for both, job opportunities may influence decisions on where to attend college. Especially for women students, what the University offers is important in influencing their pursuit of higher education.

ADDENDUM #2

Job opportunities for graduates in Elementary Education and Nursing are obvious. Not so well known are those for graduates in Home Economics. The large committee requested these be added to the report:

1. Teaching

Home Economics courses in family living, foods, money management, consumer education, clothing, in junior high and high schools, adult education.
Teachers of pre-school children in nursery schools, day care centers, cooperative nurseries, Headstart, community centers or hospitals.
Extension home economist.

2. Research

Textiles, developing and testing fibers and fabrics.
Nutrition, human requirements, new sources, problems in disease.
Food technology, development of new food products.
Household equipment and appliances.
Government agencies and private industry.
Design and use of clothing and appliances for special groups, such as aging and handicapped.

3. International

Peace Corps in developing countries.
Home Economics in connection with F.A.O., U.N.E.S.C.O., W.H.O.
Development of Home Economics related programs in other countries.

4. Community and Social Services

Home Economist working with the social worker, nurse, physician.
Work with low-income families in management of available resources.

5. Dietetics and Institutional Administration

Therapeutic, administrative, or clinical dietitian.
Dietetic consultant for extended care facilities, for individual and community groups.
Public health nutritionist.
Head of food services - restaurants, cafeterias, catering services.
School lunch supervision.

6. Business

Home Economist with utility companies, appliance companies and manufacturers.
Fashion coordinator or other specialist for retailer, manufacturer or advertiser, or magazines and newspapers.
Journalism, radio and television, most commonly in regards to food, children, families, textiles, etc.

In general, Home Economics is the field of knowledge and service primarily concerned with strengthening family life through:

Educating the individual for family living.
Improving the services and goods used by families.
Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs.
Furthering community, national, and world conditions favorable to family living.

Home Economics synthesizes knowledge drawn from its own research, from the physical, biological and social sciences and the arts and applies this knowledge to improving the lives of families and individuals.

ADDENDUM #3

Dean Helen R. LeBaron made the following recommendation in her report to Dr. Charles Monson and Dean Edwin Read, April 22, 1969:

> Dr. McGrath in his publication, "The Changing Mission of Home Economics," suggests that an appropriate place for home economics is in a college of applied arts and sciences. He envisions such a college as made up of the professional schools which apply some of the basic disciplines and suggests that education, nursing, pharmacy, social work, home economics and the like, might be together in such a college. This solution is inappropriate at the University of Utah since each of these other programs is organized as an independent school or college.
>
> Lacking another logical solution, consideration might be given to the establishment of a separate school of home economics. It is noted that there are over 500 undergraduate students now enrolled. If the program were visible and viable, the number of students should increase considerably. Some possible names for such a unit are:
>
> School of Home Economics
> School of Family Studies
> School of Nutrition and Family Studies
> School of Family and Consumer Services

ADDENDUM #4

Summary of Results of 294 Questionnaires Returned from Undergraduate Women at University of Utah

Students indicate:

high expectations of staying until four years;
only 6% expect to leave before four years;
46% expect M.S., 12% Ph.D., 8% expect to be in school 10 years from now.

Facts from recent past indicate:

high dropout rate;
high incidence of interrupted schooling;
few women in graduate school.

Why they came to college:

94% career reasons -- for getting a job;
75% opportunity to pursue an individualized academic program;
66% opportunity for a great deal of freedom in personal life; (but living away from home not important, 80%).

Goals they hoped to attain by college attendance -- highest ranking:

1) to develop the mind and intellectual abilities;
2) to secure vocational and professional training;
3) to develop a broad general outlook.

Areas of interest and concern to them:

highest importance:		not important:
intellectual interests	75	religion
family affairs	72	sports
artistic and cultural	70	
vocational pursuits	69	

Significant number (1/3) felt:

negative discrimination toward women in academic departments and student government;
positive discrimination in grading by instructors.

The importance of courses in various areas to respondent -- checked as important by over 40%:

English	70
Child Development	55
Psychology	55
Sociology	50
Education	50
Family Relations	49
Speech	49
Humanities	46
General Education	45
Biological Science	42
History	42

ADDENDUM #5

Interrupted Schooling is a Pattern
at University of Utah

Of new students each Autumn, 34% are re-admitted:

	Median Age	
	women students	men students
undergraduate	22	21
graduate	28	28

Age range of undergraduate women students 17 to 60+ years:

age 30-40	218
age 40-50	104

Total students:

	women	men
undergraduate	4,893	8,515
graduate	605	2,472

25% of women students are married (not too reliable):

freshmen	361	12%
sophomores	161	12%
juniors	231	21%
seniors	273	28%

REPORT OF THE SUBCOMMITTEE ON THE EDUCATION OF MATURE WOMEN

Since the patterns of women's lives are different from those of men, special consideration must be given to the development of educational programs for women. It is our recommendation that the total report should be concerned with women of all ages: young women, both undergraduates and graduates; married women with young children; women whose children are grown; mature single women; divorcees; widows.

Specifically for the development of educational programs for mature women at the University of Utah, we recommend:

I. <u>An on-going research program</u>

A. To explore with women desiring further education such pertinent areas as:

1. Specific needs and desires
2. Personality characteristics
3. Vocational interests
4. Values
5. Conflicts
6. Scholastic abilities
7. Counseling needs, etc.

B. To determine attitudes of University administration, faculty, and staff towards

1. Women's education
2. Woman's role
3. Adult students
4. Part-time students
5. The whole concept of greater flexibility in higher education.

C. To continually evaluate and re-evaluate such programs as are adopted as a result of the research and to recommend ways which insure their vitality and meaningfulness.

II. A Center for the Continuing Education of Women, which should

A. Be well publicized and visible to the public so women are aware of its existence and its specific location.

B. Be focused on clarifying and meeting the educational needs of women.

C. Draw on all available campus resources and be of service to women of all ages, in and out of college, on campus and in the community.

D. Serve as liaison with the Governor's Advisory Committee on Women's Programs, the Women's Bureau of the United States Department of Labor, and similar Centers in other colleges and universities.

E. Have a high level faculty advisory or steering committee for status and support.

F. Be staffed by competent, well-informed women who can serve as models for women who are returning to seek further information.

G. Be responsible for developing an orientation program which translates university procedures to women in ways that are non-threatening and give a fresh stimulus to their emerging decision to return to school.

H. Be a source of "feedback" to the University on the educational needs and desires of women.

I. Cooperate with other departments to develop a well-designed testing program to assist women in a realistic self-appraisal of their own potential.

J. Maintain a library of appropriate materials and issue periodic bulletins.

K. Develop a counseling program with the following characteristics:

1. Counselors who are sensitive, imaginative and specifically trained to deal with the problems of mature women; who are aware of the broad and ever-changing choices available to women and of the conflict in values and roles which are often a part of a woman's decision to return to school; and who are mature and experienced enough to help them work out their philosophies around work, school, and family.

2. Group counseling as well as individualized services.

3. An expanded vocational counseling program with special emphasis on work opportunities for women in Utah.

NOTE: The careful selection of counseling personnel cannot be overestimated.

III. Financial Aid Programs

A. Scholarships and Fellowships

1. Special scholarships and fellowships should be made available to assist women in their decision to return to school.

2. Women need to be made aware of opportunities outside the University and the state for scholarship aid, such as the Danforth Foundation, A.A.U.W., Delta Kappa Gamma, etc.

B. Employer Cooperation

1. Payment of tuition for women employees to return to school.

2. Some provision for child care or child support when women return to school.

IV. Flexibility and Ingenuity in Curriculum - development of courses

A. Relevant to the needs of women, i.e., courses which teach efficiency in homemaking and ways to combine school and home, work and home; courses to orient women to new vocational choices; courses which discuss changing male and female roles.*

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*Special class offerings should be designed to transmit the new, emerging roles of both men and women to the male population as well. Since many men may not avail themselves of these special class offerings, the philosophy of such classes should be built into appropriate classes in all departments of the University. Many new careers are open to both men and women. Even the Brigham Young University catalog says: "Lines of demarcation between what is women's work and men's work are rapidly disappearing and it is possible today for male or female to pursue many major interests and readily find employment opportunities."

B. To train volunteers for community services -- "ghetto life" courses for volunteers.

C. In response to stated needs and wishes of women, which could be held in neighborhoods as well as on campus and on television, geared to homemakers and mothers, and covering such subjects as child development, consumer economics, etc.

V. Flexibility in Administration

A. More flexibility in establishing academic and residence requirements, in registration procedures, class scheduling and program completion deadlines.

B. Elimination of discrimination against part-time study patterns.

C. Development of proficiency testing to enable women (and men) to take advantage of their out-of-class experience and learning, which could lead to an adult degree.

D. Development of special certificate programs, similar to the Certificate in Business Administration.

E. Easy access to library and other University facilities.

F. Expansion of non-credit classes without examinations.

G. Opportunity to audit regular classes where there is room.

H. Offering through correspondence classes which are developed specifically to meet needs of women.

I. Elimination of age requirements as a barrier to class entrance.*

VI. Expansion of Physical Facilities

A. Development of Day Care Centers as a special service for young mothers who would like to return to school. (The University Nursery School could be used for this purpose.)

B. Such centers could be used as training laboratories for child care aides and baby sitters as well as teachers--i.e., para-professionals along with professionals.

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*Professors should be encouraged to be sensitive to this issue in their class lectures.

C. Provision of a special meeting place on campus until the recommended Center for Continuing Education for Women is a reality.

1. Planning of special activities for mature women, such as monthly exchanges in the form of teas, group discussions, social events which include husbands, etc.

2. Such activities could foster a sense of belonging and identity which might be useful in supporting their educational efforts.

VII. Recruitment and Outreach Programs

A. To reach women who may desire further education but lack the ego strength or know-how to return to campus for counseling--the development of a corps of well-trained counselors who meet in the homes by special request or respond to neighborhood invitations and attend functions where women can be contacted at the grass-roots level. Bilingual counselors to contact Spanish-speaking women.

B. Development of a Speakers Bureau to respond to invitations from local organizations.

1. To explain University programs to interested women.

2. To facilitate meaningful referrals to campus centers.

C. Initiation of Career Day programs in strategic community locations where information about educational and career opportunities can be presented and discussed.

D. Well-advertised, monthly vocational and educational workshops to enable women to explore available opportunities. (University of Washington and Oakland University, among others.)

1. To look at world of work in relation to home and family.

2. To examine and explore various occupational fields.

3. To involve themselves in a realistic self-assessment program.

4. To participate in relevant testing programs, etc.

VIII. Public Relations Program

A. Carefully planned public relations program to change the societal expectation about the female half of the population and to dissolve the stultifying effect of archaic attitudes towards the educational and vocational development of the female potential.

B. Enlistment of the aid of the University Development Office, in cooperation with the Division of Continuing Education, in immediate application for a grant for A Center for Continuing Education for Women at the University of Utah.

IX. Reconsideration of University Employment Policies

A. Re-examination of University employment policies to determine if they discriminate against women.

1. Requirement that an individual leave the campus for a designated time before qualifying for employment at the University is unrealistic when applied to women, who are often tied to geographical locations because of family responsibilities.*

a. Said policy discourages competent women from seeking advanced degrees and closes the door to other women who are well prepared to make a valuable contribution to university life.

2. More intensive efforts to recruit women faculty who could play a vital role in influencing the perception of female students towards education. **

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*All members of the subcommittee do not agree with this point, feeling that if we believe in equality for everyone, women should not have special consideration in this respect.

**Available figures from research elsewhere indicate a low percentage of women faculty members on college campuses: In 1930 women comprised 30% of college faculties; in 1960, only 22%. In 18 leading universities today women consistute only 10% of the faculty and less than 4% of the full professors. An analysis of the University of Utah faculty shows the following, which is indicative only, as comparative salaries, etc. are not given:

Rank	Male	Female
Professor	324	9
Associate Professor	295	28
Assistant Professor	451	81
Instructor	339	122
Lecturer	46	8

REPORT OF THE SUBCOMMITTEE ON THE EDUCATION OF MINORITY WOMEN

Ordinarily when the word "minority" is used, one thinks of ethnic minority. However, as a Committee on Education of Minority Women, we are concerned also with many women that usually are not included in the minority group, but who, we feel, deserve to benefit from the many resources which the University, together with other already existing agencies, may bring to bear in providing opportunities for these people to live fuller and more meaningful lives. These women, in addition to recognized "minority" women, include AFDC women (4,000 in Utah communities on public welfare during July, 1967)[1] who head households whose standard of living is at the poverty level. In addition to this group are the women who are heads of households and whose incomes are marginal, but cannot qualify for public assistance. The third group consists of women who head households and whose incomes are average or above, but whose cultural level could be greatly improved with educational updating and enrichment.

Underlying the concept of educating minority people is the idea of utilizing the manpower in our community to the fullest. In the long run, this is less costly than allowing this segment of our population to be supported generation after generation on public welfare.

OBJECTIVES

Although the University is essentially an educational institution, there are other functions -- community service and research -- which need to be related to the school's educational objectives. Actually, an institution

[1]See #1 in Addendum

which is educating citizens to provide direct services cannot be effective to the optimum degree if it doesn't relate its educational efforts to the needs of society.

Purpose of the Minority Sub-Committee:

1. To explore how the University is utilizing its many resources with respect to minority groups and with special emphasis on minority women. In deciding where our efforts were especially needed, we found the ratio statistics of the general population of Utah useful. These figures for the State of Utah are 40,000 Mexican-Americans, 10,000 Blacks, 6,500 to 7,000 Indians. Of the minority groups represented in Utah, the Mexican-American receives less attention and less help than the Indian-American or Afro-American. None of these groups has a population even approaching that of the Mexican-American. Also, the Mexican-Americans have the added complication of a language barrier which may help to explain why less is being done in their behalf. (Provost King, in a recent speech, stated that the Mexican-Americans have really been neglected due probably to the fact that they are not as noisy as the Afro-Americans.)

2. To explore the minority policies of the various colleges and departments which historically attract women.

3. To draw conclusions about our findings and then to make some recommendations to the larger committee which in turn will recommend changes to the Administration.

We find that many efforts are being made to involve the University community more meaningfully with helping minorities.[2] There is some duplication of effort. Hopefully, there can soon be integration of effort so that duplication can be reduced if not eliminated.

COLLEGE OF EDUCATION

We have rather concentrated our exploration of the status of education for minorities in the College of Education because we feel that this is the area which, notwithstanding accomplishments, has great untapped potential for bringing about needed change in our society. Basic changes in thinking

[2]See #2 in Addendum

and attitudes can filter down faster to the general public (especially our young) through the public school teacher than through a school or college that is primarily concerned with teaching adults.

We met with Dr. Edwin A. Read, Assistant Dean of the College of Education, in July to discuss the present policies and practices with regard to the recruiting, admitting and training of minorities.

The admission requirements of the College of Education include tests that are oriented toward the culturally advantaged in our society, i.e., the middle-class white American, and generally the minorities are unable to score sufficiently high to be accepted. This policy helps to explain the lack of minority people in the College of Education. There is evidence that the need exists in our public schools for well-trained, bilingual teachers. Some of the elementary schools in the Central City area and on the west side of Salt Lake City approach segregated schools in the proportion of Mexican-American to white students, and according to the Salt Lake City District Personnel Office, only 11 teachers have any knowledge of Spanish.

Dr. Read set forth the following efforts on behalf of minorities being undertaken by the College of Education.

1. Dr. Michael J. Parsons has submitted a proposal to the U.S. Office of Education, which, if funded, would provide teachers of minorities one year of training in the Spanish language and culture. It would run from July 1970 to June 1971 and would involve the teaching of 30 people and cost $62,200.

2. The College of Education is requiring its students to have teacher in-training experience in schools where there is a majority of minority students.

Following are our recommendations after meeting with Dr. Read:

1. The College of Education should diligently concern itself with minorities by an approach to teacher education aimed at producing awareness, concern and a basic change in attitudes of future teachers toward all minorities. The usual admission policies should be waived or at least relaxed for minorities; or minority people should be given new tests which have been worked out for minority poeple.

2. They could and should be doing much more to actively recruit, admit and train minority people to teach in our public school system. Minority people, children and adults, need to be exposed to successful minority people.

3. More practical experience in working with minorities should be a part of the teacher-training program.

4. Some kind of incentive should be given to qualified teachers willing to teach in schools that are, in reality, segregated.

5. Active recruitment of students from the less metropolitan areas for training with the hope that upon graduation they will return to these areas to teach and work.

6. Highly accelerated Spanish language labs during summer months should be evaluated for experienced teachers. Some kind of incentive should be considered for experienced teachers who with additional training could become bilingual.

7. A sincere effort should be made to discover what other areas of the country are doing for minorities, and the data acquired should be evaluated in terms of our local problems.

8. A concerted study and search (perhaps in cooperation with other agencies) should be made for funds (governmental and otherwise) that may be utilized to provide some of the necessary monies to finance the needed changes. This last point we want to emphasize strongly.

HOUSEHOLDS HEADED BY WOMEN

Many households among the disadvantaged are headed by women and we feel the University and its resources should be made available to these women. The influence of these mothers is a strong factor in the direction their children take. Certainly the statistics point out the direction they are now taking as reflected in the disproportionate rate of delinquency, dropouts, mental illness and unemployment. These factors concern all of us, not only from an economic point of view, but also from the waste of human potential.

For these disadvantaged women, the cost of securing even a minimal amount of schooling is prohibitive.[3] They need clothing, tuition, books, transportation and provision for child care. Since the University is not presently geared to provide these needs, though efforts are underway, we feel that now is the time to experiment in a highly innovative way, so we submit the following suggestions:

We need to develop a "shopping center" concept of education, a concept which would take schooling into the community where the people and the needs are. We must meet those needs with the development of flexible scheduling, new curriculum patterns, child care centers, and financial programs (such as tuition waivers or credit toward tuition for mothers who serve as teacher aides or who work in the child care centers).

As a community service, the Home Economics Department could offer badly needed training in nutrition, budgeting, grooming, sewing,

[3]See #3 in Addendum

and child care. The behavioral sciences could cooperate to provide experiences in sensitivity sessions, in group relationships and in understanding behavior patterns. There are many social agencies and service institutions with which the University may cooperate in working out these goals -- Community Action Programs, Department of Employment Security, Division of Family Services, the Work Incentive Program (WIN), Outreach, Talent Search, and the Neighborhood Youth Corps -- to list a few.

We need to develop a pool of strategists who can plan programs for educating women in general and minority women in particular. This pool could be composed of interested faculty members representing the various disciplines. They might work on a consulting basis with the Women's Programs section of the Division of Continuing Education.

Finally, we need to take a critical look at our institutions. We need to ask questions such as, "Is a college education, as now conceived, <u>really</u> important for everyone?" And, shouldn't we also be asking, "How can educational institutions provide an atmosphere conducive to human growth?" When we become concerned enough to build institutions or to remodel existing ones so that a greater value derives from learning than from a degree, then no longer will we be concerned with a person's color or a person's sex as it relates to the opportunity to learn and to grow.

ADDENDUM
TO
REPORT ON MINORITY WOMEN

1. Figures on AFDC women are listed in the publication, Facts About People on Welfare in Utah, Division of Welfare, Utah Department of Health and Welfare, 1967. According to this publication, AFDC women in Utah must care for an average of three children each or a total of 1200 children.

2. There appears to be more to the University's program for minorities than tokenism as may be ascertained by the following examples of an effort being made on behalf of minorities at the University. However, it should be noted that none of these programs has been in operation long enough for an accurate evaluation.

a) The University has employed a full-time Black student adviser, Mr. Harrison Whitney, and a part-time Mexican American student adviser, Mr. Alfred LeBlanc. The University is presently searching for an Indian student adviser. See "Rogers Speaks Out on Outreach," Development Office Newsletter, Fall, 1969.

b) THE CENTER FOR THE STUDY OF SOCIAL PROBLEMS has developed major programs, which address themselves to the problems of minorities. These include the federally-funded VISTA program, the Community Education Centers, and Research on Migrant Stream. The Center collaborates with the Outreach Program, which this year has generated support for eight minority students now on campus (five of whom are women). The Center has developed ties with SOCIO and other Spanish speaking groups within the state and at the present time is in the process of establishing a monitoring system for minorities.

c) The Graduate School of Social Work is involved in a major way in the education of graduate students who have a commitment to minorities. For example, under the sponsorship of the School of Social Work, the U.S. Children's Bureau, and the Bureau of Indian Affairs, graduate students do their field work in two centers where the major effort is to work with Indians. One of these is the Intermountain Indian School at Brigham City where twelve students

spend two and three days per week for the full academic year. A unique feature of the program at the Intermountain School has to do with visits of social work students to the Navajo Reservation. Here they have the opportunity to observe the living conditions of the families of children at the Intermountain School. The Intermountain School program is sponsored by the Children's Bureau which pays the salaries of two faculty members, tuition costs and costs of living for several students, secretarial assistance, and travel.

The Graduate School of Social Work receives support from the National Institute of Mental Health for the education of Alaskans who commit themselves to return upon the completion of their education to Alaska for their professional careers. This year one of the students from Alaska is an Eskimo woman. The School is recruiting actively for additional Eskimos, Aleuts, Athabascans, and other Indians from the State of Alaska. Support from the National Institute of Mental Health pays for field instruction, tuition, stipends, student travel, and for secretarial help.

d) The Bureau of Indian Services in the Division of Continuing Education sponsors counseling, consultation, and education for Indians in collaboration with departments and colleges. An example of this effort is the work of Professor Fenton Moss of the Graduate School of Social Work. Professor Moss has developed a counselor training program for Indians, working in the field of rehabilitation and Indian alcoholism. His work involves seminars for unmatriculated Indian students, setting up committees on Indian reservations, and training in social service delivery systems.

Talent Search sponsored by the Division of Continuing Education concerns itself with recruitment and the orientation of minorities for campus life.

3. The almost insurmountable obstacles for Mexican-American women is dramatically told in a report received from Tina Garcia, SOCIO State Chairman, Community Service. This report is reproduced in full:

"Mexican women have no self-image, no self-awareness. From childhood they are taught to allow others to think for them.....generally Mother, but Father's opinions and demands always supercede Mother's. Male dominance is very strong in the Mexican culture and only a small percent of the

more educated women are beginning to feel the lack of freedom and self-development. Women are taught that the men in their lives.....father, husbands and sometimes even sons.....are never wrong and should never be contradicted or opposed. Men, on the other hand, are taught that women are to be used for breeding purposes, to run the household and to raise the children. So this is the concept that the Mexican women have of themselves. They are never taught to make decisions for themselves except pertaining to running the house.....and some husbands demand strict accounting and make household decisions related to money. Theirs is to be a sacrificial life .....sacrifice to husband and family. They cannot begin to conceive of themselves being involved in the decision-making process of the community, the church, the school, the nation.....for they are made to believe that they are not capable of making decisions affecting these areas. They feel that they are only to follow the instructions given them by men.

"Those few women who show some aggressiveness find that they must suffer mental and many times physical abuse, as well as ostracism from their fellow female acquaintances and scorn from the men they know. Their husbands generally feel that their fellow male acquaintances look on them with ridicule and distaste, if they permit any signs of aggressiveness in their wives and/or daughters.

"Education is not a major factor in the lives of Mexican women simply because they are oriented to early comply with nature and take a mate. The idea is that they must find someone to take care of them and many girls marry

at 15 and 16 years of age.....which means that they must drop out of school. The male attitude toward women is such that he only sees her at this age as a sex symbol and his urge is the animal urge of conquest. For this reason many young girls find themselves pressured into compliance or taken by force at an early age and since their religion (Catholicism) does not believe in birth control many find themselves forced to marry. I firmly believe that in many Mexican marriages, love is an unknown factor. Once she is married, she generally becomes pregnant immediately and continues in this state until she has more children than she can rightfully manage.....particularly since she delivers another child each twelve to eighteen months. The Mexican women find themselves many times completely saddled with the responsibility for their children for many men are only interested in the sex act itself and do not wish to be bothered with matters concerning the children or to sacrifice their own desires and interest on behalf of the children. Those women who fail to conceive immediately after marriage are generally made to feel like freaks and a complete failure to their husbands, for the act of impregnating a woman is a sign of their "machismo" (manliness).

"In your request for services to Mexican women, I have several suggestions. Birth control should be number one. It is true that the Catholic church has refused to endorse the pill, however, there is a strong feeling among a number of Catholics and their priests that the pill should be approved by the Pope. I feel that many women would be happy to receive such information. The use of some type of birth control would be the beginning of an attitude of self-care, a pride in their appearance and their abilities beyond

breeding and child raising. However, before careers outside of their homes while raising a family are considered, something must be done to change the attitude of the husband and the Mexican male in general. Those women who try to find activities and/or jobs outside of their homes are generally subjected to a great deal of cruelty from their husbands.....accusations of unfaithfulness and actual physical abuse are generally inflicted. But these women very badly need some type of outside interest in order to begin to feel a part of society as a whole. As a beginning some type of classes in personal appearance, social graces and hygiene could be provided, followed later by parent-child relationship instruction."

APPENDIX A

WOMEN'S PROGRAMS
University of Utah
October 28, 1969

Fae D. Dix
Acting Director

Outline Report

The office of Women's Programs was established in January 1966 at the suggestion of Dean Brigham Madsen, with Mrs. Esther R. Landa as Director and Mrs. Fae D. Dix as Assistant Director.

Prior to that Mrs. Landa had worked in the Division of Continuing Education in organizing a series of statewide women's conferences and had assisted women's clubs and organizations with their own conference and program planning. She had also had broad experience in public relations positions at Mills College, California; Bennington College, Vermont; Hope Associates, New York City and in the Office of War Information, Washingtin, D.C. Mrs. Dix had been a supervisor in the Adult Education Department and had formerly (for 15 years) been Coordinator of the Community Program of Cedar City, Utah -- a pilot program in adult education under direction of the State Department of Public Instruction and Iron County School District. They were assisted during the first year by Mrs. Martha Monroe of the Division Counseling Service, particularly when mature women made inquiry about returning to the University for degree work.

Early in the program Mrs. Landa and Mrs. Dix compiled and edited "Women in Utah," the report of the Governor's Committee on the Status of Women in Utah. This was published in June 1966.

In February 1966 the first of semi-annual, spring and fall, series of

lectures for business women at management level was launched. Known as the Women's Management Institute, it has become one of the leading lecture series on the campus. Eight outstanding speakers from the faculty and business community are the lecturers. Enrollees attend from the Salt Lake area, Ogden, Provo, and Tooele. Hill Air Force Base employees have been particularly strong supporters of this program.

In the spring of 1966 a Program Planning Workshop was launched to be followed by a Film Festival. This has grown from an attendance of 30 to over a hundred representatives of club officers. It is a single evening event.

The UCLA Television Series, "Choice-Challenge to Modern Women," was used during spring quarter 1967 as focus for a series of programs for women who came to the Division Conference Room for round-table discussion after watching the televised series on one of three possible time slots over KUED, local Educational Television channel.

The summer of 1967 was largely spent in giving leadership effort to the organization of what finally became the League of Utah Consumers. Our office served as a meeting place and programming center as well as providing secretarial help to the early development of this program.

Mrs. Dix was special representative on the Fraud and Quackery Conference held in Park City in the fall of 1967, and later served as edtor of the conference proceedings.

During the autumn quarter of 1967 the program "New Dimensions" was planned and begun. There were three course offerings the first year: one in literature, one in physics, and one in anthropology. During 1968-69 the

classes under this program were The Modern Existential Novel, Basic Values in Art and Literature, and Contemporary Psychiatry. The 1969-70 series included American Foreign Policy, American Biographies, and The Impact of Science on Our Society. Generally we have used the Honors Program and other distinguished professors on campus and have had singular success with this plan. Mrs. Landa initiated and made first contacts for prospective enrollees and with the Honors Program professors.

"Four Days in Fall" is a cooperative conference presented jointly each fall with the Utah Federation of Women's Clubs, University of Utah, Brigham Young University, Utah State University and Weber State College. This office was represented by both Mrs. Landa and Mrs. Dix at all early planning meetings and Mrs. Dix has continued to supervise the program for the Salt Lake area.

At the request of President Fletcher, the Women's Programs' Office serves as a liaison between the University and the University of Utah Women's Club (faculty wives and women faculty members) in the welcoming of new faculty families to the campus, planning programs and furnishing information of general interest.

Mrs. Landa also served as adviser to the Alumni Association in organizing and directing the Women's Division of the Alumni Fund Drive. By agreement this effort brought $500 to a special fund to be used for women's programs in the Division of Continuing Education.

Routinely we initiate, plan, promote, conduct and supervise non-credit classes in both daytime and evening hours. These include the Monday Afternoon Lecture Series at the Public Library and business courses such as

Securities and Investing, Stocks and Bonds, and Managing Personal Finances. Long-standing classes such as Preparing for the Holidays, Interior Decorating, Nutritional Science, Profiles in Feminine Poise, and Fashion Sewing continue to draw good attendance and to be an important part of the program.

New programs designed and successfully carried out in addition to business programs are Psychological Focus on Human Behavior, Medical Focus on Rehabilitation, Understanding the Opinion-Makers, Writing for Fun and for Profit, Report Writing for Professional Women.

With the resignation of Mrs. Landa the programs she began have continued with her valuable advice whenever possible. At her suggestion two new programs in Jewish literature were established under lectureship of Dr. Louis C. Zucker, distinguished Jewish scholar and Professor Emeritus of English. These class offerings are Old Testament as World Literature, and Jewish Literature Since the Bible.

Black Literature offered in the spring of 1969 drew a small enrollment, but it served as the beginning for an "umbrella program" begun this fall in minority group understanding. This triple program offers: Fall Quarter -- Characteristics and Heritage of the Mexican-American; Winter Quarter -- Black History; Spring Quarter -- The American Indian.

Another "umbrella program" is a series of quarterly conferences planned especially for women wishing to learn more of the new challenges to modern day woman. The ideas have grown from Mrs. Dix's participation in a conference last summer at the University of Nevada in Reno.

The first of this series, called Today's Women, was held in November on three consecutive Thursdays. Speakers were: Mrs. Elaine Cannon, Rev. George L. Davis, and Mrs. Georgia Balls. For winter quarter the program will take the form of a short course to be held in February and called Today's Women: Building a Meaningful Home Schedule. Mrs. Balls will be the instructor. Third of the series is set for April 17 and 18 when Dr. Sylvia Tucker of UCLA and member of the California Advisory Commission on the Status of Women will be the keynote speaker and workshop director. This conference is to be called Identity.

Another new program is designed for those approaching retirement years. It is called "Climate for Retirement" and will be instructed by Dr. Josephine Kasteler. It will be constructed around the social and psychological problems of the older person in a youth-oriented society. This is part of the series we hold each quarter (at least one class) at the University Medical Center.

Occupations of enrollees attending classes during autumn and winter quarters, 1968-69:

Homemakers	136
Clerical	37
Professional and Technical	210
Government Workers	16
Skilled Workers	6
Sales Work	3
Managerial or Proprietor	2
Retired	24

APPENDIX B

UNDERGRADUATE WOMEN ENROLLED AT THE UNIVERSITY OF UTAH SPRING QUARTER 1969 THEIR EDUCATIONAL GOALS, ASPIRATIONS AND PERCEPTIONS OF THE COLLEGE EXPERIENCE

Office of Institutional Studies
November, 1969

The study of the perceptions of undergraduate whomen toward the college experience was the second of two studies initiated by the University Committee on Women's Education during July, 1969. The results of the first study, "Mature Women Who Terminated Their College Experience Speak About Themselves and Their Education," has already been disseminated.

This study was designed to answer these questions:

1. To what extent have undergraduate women affiliated with student organizations?

2. What were their reasons for going to college?

3. What were their educational aspirations?

4. What were their educational goals in terms of importance and progress toward attainment?

5. How important did they feel the various curriculum offerings of the University were and have they taken courses in these areas?

6. What were their values and/or interests?

7. How valuable were the various services of the University and to what extent have they used them?

8. Do they feel there is discrimination toward women on campus?

The undergraduate women participating in this study were enrolled at the University of Utah Spring Quarter, 1969. A total of 600 women were randomly selected by taking a stratified sampling of 150 women each from the

following age groups: (1) 19 years and younger; (2) 20 - 21 years; (3) 22-24 years; (4) 25 years and older.

An examination of the printout of these students revealed 27 duplicate names, which thus reduced the sample to 573 undergraduate women who were invited to participate in the study.

The questionnaire developed to obtain answers to the above listed questions was mailed the first week in September, 1969, to the sample of students. Responses were received from 294 women for a 51.3 percent return. As was observed in the report of the Mature Women Study, a higher return might have been realized had the survey been conducted after the commencement of the academic year. The committee on Women's Education, however, because of time restrictions, requested that the study move forward to permit them to incorporate into their report whatever information they could obtain from the number of women who responded.

The findings, as they pertain to the total responses of the 294 undergraduate women to the questionnaire items, are attached. Complete tabular data for each of the items are on file in the Office of Institutional Studies.

Conclusions that appear to be justifiable from an examination of the findings are:

1. The undergraduat woman does not seem to affiliate extensively with student organizations on campus. Of those that she does, religious and social sororities attract the highest percentage of affiliation.

2. In the estimation of these undergraduate women, the student organizations that provide the most value or benefit are scholarship, departmental and professional organizations.

3. Career motivation seems to be the primary reason why the undergraduate woman made her decision to go on to college. The fact that her parents attended the institution or the desire to live away from home was given little consideration by the undergraduate woman in her decision to attend school.

4. The attainment of an education beyond that of a bachelor's degree seems to have taken on an increased importance to 58 percent of the undergraduate women.

5. The majority of the undergraduate women intend to remain on campus and graduate.

6. On the whole, undergraduate women seem to feel that the services offered by the University are valuable or worthwhile. The one college service that is used most frequently by undergraduate women is the student union.

7. Undergraduate women seem to have broad interests ranging from Recreation and Hobbies to Intellectual Interests. They profess to be highly involved (some to considerable) in recreation, hobbies, intellectual interests, vocational pursuits and artistic and cultural affairs in that order.

8. Marriage seems to be the role undergraduate women expect to be in ten years from now with 4 out of 10 indicating that they expect to combine work with marriage.

9. Intellectual and vocational or professional training are the two educational goals undergraduate women imply they would most like to attain as an outgrowth of attending college.

10. Undergraduate women seem to attach importance to a wide variety of educational goals. Essentially, the goals they rate as being "important" pertain to personal development such as "Understanding One's Abilities and Limitations," "Social Development," "Ability To Think Critically." Such goals as developing "home making skills," "High Income and Professional Skills" and "Appreciation of Science and Technology" seem to have less importance for them in the pursuit of a college education.

11. Undergraduate women, as a whole, seem not to feel they are making "substantial" progress toward the educational goals of their importance. One out of two, however, imply they are making sutstantial progres toward understanding their abilities and limitations and their social development.

12. Undergraduate women seem to feel there is some discrimination on campus but that it is not extensive. The discrimination areas that seemed to appear most apparent to them in a positive way were grading by instructor, housing and counseling while they seem to feel some discrimination against them in the areas of student government, academic departments and employment of faculty.

APPENDIX C

MATURE WOMEN WHO TERMINATED THEIR COLLEGE EXPERIENCE SPEAK ABOUT THEMSELVES AND THEIR EDUCATION

Office of Institutional Studies
November 15, 1969

The study of mature women with some college education who terminated their schooling before graduating with a Bachelor's degree was initiated by the University Committee on Women's Education during July 1969. The study was designed to answer these questions:

1. What factors contributed to these women leaving school?
2. What are their educational aspirations?
3. What are some of the reasons why they would like to return to school?
4. What conditions might prevent their return?
5. Are there services the University might provide to facilitate their return to school?
6. What are their values and/or interests?
7. To what extent have they availed themselves of the cultural and educational offerings of the University?

The mature woman, for purposes of this study, was defined as "a woman (25 years of age or older) who, following enrollment in the daytime program at the University of Utah, Autumn Quarter 1967, subsequently withdrew and had not re-enrolled at the University during Spring Quarter 1969."

A random sample of 150 women was taken from the Registrar's records which met the condition contained in the above definition. The reason Autumn Quarter 1967 was selected as the base year is that this was the first year social security numbers for students were available to allow a matching of student enrollment with the Spring Quarter 1969 active-inactive file to determine who had terminated their schooling during this interim.

The questionnaire, developed to obtain answers to the above listed questions, was mailed the first week in September to the sample of students. Eighty-two responses were received, but, of this number, twenty-two were from women who stated they had graduated from the University. It appears they had either enrolled for a quarter, having previously obtained their degree, and then took no further courses, or they finished their degree requirements and graduated prior to the Spring Quarter 1969. Their class code was 4 or 5 indicating they were seniors and thus were included in the sample. The responses of these women were analyzed separately.

The sixty responses remaining (a 40% return) of the mature women, by definition, who had terminated their schooling constitute the subject of this report. A higher return might have been realized had the survey been conducted after the commencement of the academic year. The Committee on Women's Education, however, because of time limits, felt it important to proceed as quickly as possible to allow them to utilize the information contained in the questionnaire. Thus, they were willing to incorporate into their report whatever information they could obtain from the number of women who responded. Though the sample cannot be considered an unbiased sample of the population, nevertheless, the information received should prove useful in understanding the attitudes of mature women toward education at the University of Utah.

The analyzed data is presented in the following format:

TABLE SET I (Tables 1-18) applies to the total sample of sixty women showing the number and percentage response to each item.

TABLE SET II (Tables 19-23, Figurel) analyzes selected items by the marital status of the respondents.

TABLE SET III (Tables 24-28, Figure 2) shows the relationship by age groupings to these selected items.

TABLE SET IV (Tables 29-32) relates the class level of the respondent at the time of her termination to these same items.

Conclusions that appear to be justifiable from an examination of the findings for the sixty mature women whose reponses were analyzed are:

1. "Family responsibilities" appears to be the major reason why these women terminated their schooling, though "moved from state" is checked almost as frequently. In the case of unmarried women, "moved from state" is checked most frequently as the reason for leaving school.

2. The typical mature woman who terminated her schooling was pursing an education or teaching major.

3. Only one out of two of the terminating women students seemed to have pursued her education in some form since leaving school.

4. The higher the class level at the time of termination, the higher the percentage of mature women who pursued some form of education.

5. The attainment of a B.S. degree or graduate degree sometime during their lifetime appears to be the goal of the majority of these mature women.

6. The majority of mature women who terminated from school imply they intend to return to school but their plans for reentry seem indefinite.

7. Mature women who terminated their schooling in the upper class levels appear more definite in their intent to return to school than women enrolled in the lower class levels.

8. Family responsibilities, including the care of pre-school children, seem to be the primary deterrent to the plans of mature women to re-enter school.

9. "Gaining the knowledge necessary to make her life complete" appears to be the primary motivating reason why mature women would like to return to school.

10. In the estimation of these mature women, the one service the University could offer that could have the greatest effect upon their decision to return to school seems to be the scheduling of credit courses when they can be taken.

11. The offering of certified baby tending services by the University would have a facilitating effect upon the decision of 32% of the mature women to return to school.

12. Mature women who have terminated from school profess to be highly involved (some to considerable) in family affairs, intellectual interests, recreation and hobbies and artistic and cultural interests in that order.

13. The older mature women (40 + years) appeared to involve themselves to a higher degree in educational and cultural activities than younger women who had terminated their schooling.

14. The reading of a fiction or non-fiction book, at least four or five in the past year, seemed to be the predominant educational and/or cultural activity engaged in by the majority of mature women who had terminated their schooling.

15. A majority of the husbands of mature married women who have terminated their schooling seem supportive of their wives obtaining a B.S. or higher degree.

16. The evening hours for taking classes appear not to be the most favored by these mature women who may seek to re-enroll in school.

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